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ABSTRACT

This book offers a second-generation model of guided reading--one that presents alternative practices and urges teachers to expand their vision. The goal of the book is to make guided reading a more effective and efficient instructional technique. The book originates from the idea that there are at least five considerations that need to be thought through for meaningful guided reading to occur: Roles and Goals (there are many different guided reading experiences, each one calling for different ways to group children and structure what happens); Assessment and Grouping (good instruction begins with assessing, which leads to grouping decisions); Texts (there are many different types of texts and several ways to match texts to readers); Instruction (it is essential that each guided reading lesson be strategically planned); and Organization and Management (presents planning ideas and ideas for keeping children meaningfully engaged, freeing the teacher to interact with small guided reading groups with minimal interruptions). Appended are: Assessment Procedures and Protocol Forms; Selected Bibliography of Multilevel Texts; Blanks of Forms Described in Text; and Annotated Bibliography of Professional Books (Contains 45 figures, 79 references, and 42 children's book citations.) (NKA)